

Communities

Optional Student Activities employing the Five C's of Word Language Learning
Based on the Traveler's Passport to the Caribbean, Central America, and South America

- A. (Practicing cultural competence regarding countries' unique features that create a community)** Special features and facts about a country help to develop a sense of community through its uniqueness. Practicing this sense of awareness is vital to the development of cultural competence. To begin, tell the students that the time allowed for the activity will be divided in half. Next, ask students to select the trivia statement (located above the country pictures) that they believe was highly important in developing a sense of community in that country. (Any of the countries in the 'Traveler's Passport' may be used.) Ask students to find a partner who has chosen a different trivia statement. During the two halves, each partner will have the opportunity to discuss how their trivia statement has helped to form a sense of community in that country and find a similar situation in our country. If there is time, students may translate their trivia statements into Spanish as best as possible and then summarize their discussions to present to their teacher and the class.
- B. (Learning how foods strength a sense of community)** Since foods constitute a large part of what defines a community, students can begin to develop cultural competence of Latin America by studying the 'Traditional Cuisine' pages of the Caribbean, Central, and South America (located on pp. 22, 29, and 43 respectively). Assign or allow students to choose a partner for this activity. Their goal will be to choose one example from each of the 'Traditional Cuisine' pages above that may be similar to a food that we eat in the United States. Once they have accomplished this, then they should make a list of ingredients that are included in both country's foods. Ask them to be prepared to present their findings to their classmates and teacher in a brief Spanish presentation or by a poster that they have created.
- C. (Do the dependent countries of Latin America that are under the administration of the same administrative countries share features that create a sense of community with each other?)** *For this activity, students may select any country, Spanish-speaking or not.) Find two pairs of dependent countries with the same administrator on page 4 of the Traveler's Passport and then, looking at their specific page within the Traveler's Passport, look for similarities between the two countries. Example: Guadeloupe and St. Barthélemy are both under French administration. Both have palm trees, speak French, export pineapples, and use the Euro as their currency. Remember to also check the local foods or 'Cuisine' of these countries on pages 22, 29, and 43 since food similarities can also contribute to a sense of community. Could similar qualities encourage a sense of community since their mutual language and currency would make communication and business easier? When you have found the two pairs of countries, make a small poster of their similarities which may stimulate a sense of community and present it in Spanish to your classmates.